

# GLOBAL CITIZENSHIP

## HOLISTIC THINKING

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### Overview

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The purpose of these lessons is to help students become better global citizens, and to teach them a way of thinking, holistic thinking, that helps them accomplish that objective.

What is a global citizen? Dictionaries typically define citizenship in relation to residence in a town or allegiance to a governmental body. Global citizenship is a much broader term. Global citizenship is our relationship to all the facets of life of which we are an integral part.

Why is becoming a better global citizen important? Each one of us, whether we realize it or not, influences the health of this earth and of humanity by our individual actions. We affect our natural health, our social health and our financial health. We are taught or learn by experience how our individual actions influence things close to home, but how well do we learn of their effects on the rest of the world?

What is holistic thinking? Holistic thinking is a method of organizing and using information with these characteristics:

- a. It identifies community values and the goals of the situation (*Goals*).
- b. It includes all known information about and affected entities of a particular situation (*Whole*).
- c. Once a problem within the situation is identified, solutions are proposed (*Tools*).
- d. The proposed solutions are scrutinized (*Test*).
- e. A selected solution is tried and assessed in relation to community values and the situation's goals (*Implement*).

This process is repeated as necessary both to determine a solution and to ensure the solution stays valid over time.

These lessons will draw out of students their own personal definition of global citizenship, that should include the following:

1. Accept the responsibilities required of a global citizen.
2. Understand we are all citizens at many levels; citizens of our communities, states, countries and the earth.
3. Respect all citizens.
4. Recognize the importance of all parts of our global health - natural, social and financial.
5. Believe diversity is important.
6. Understand individual responsibility extends far beyond our own community.
7. Accept there are many right answers.
8. Be willing to risk individual opinion and action.
9. Be skeptical of all answers, including our own.
10. Realize things are always changing - what is good citizenship today may not be so tomorrow.

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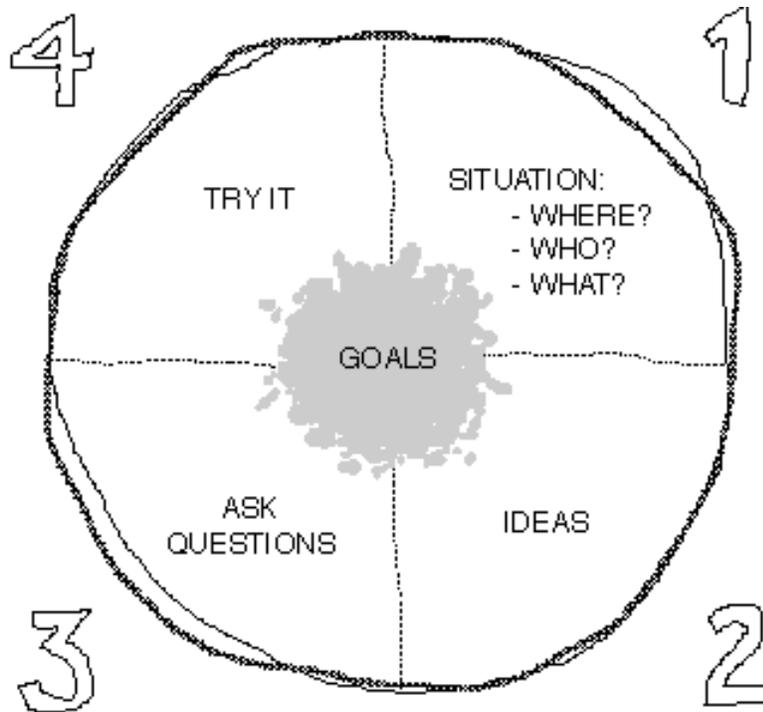
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### Lesson Plan

It is very important when teaching these lessons to make the exercise an inclusive process, where all ideas are encouraged and considered. Every one of the students is a global citizen, no matter what their capabilities - it is not a matter of choice. We are trying to help all of them become better global citizens. We also encourage you to define your own model situations and problems for teaching these lessons, and to share them with others.

This project is designed to be used in a standard classroom, where there is likely already too much work to do! Because most classrooms are very busy places and most teachers already have a designated curriculum to follow, this series of lessons is not written as a big block of curriculum that takes many hours to implement. Rather, the series has been designed to fit into small twenty to thirty minute time slots that appear in most classroom schedules. These lessons can be easily modeled by the teacher, and students can be taught in a short time to work on them independently in groups.

Our basic premise is that your curriculum teaches students to gather and process material, to think critically and to become responsible for their own learning. Holistic thinking fits this process well.



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Teachers are always looking for ways to teach and reinforce skills, both social and academic, and these lessons can be modified to do that. Some of the related skills that may be worked into the lessons include:

1. Communication - speaking, writing, drawing.
2. Use of reference materials.
3. Organization of information.
4. Recognition of consequences.
5. Creativity.
6. Respect for others and for their ideas.
7. Cooperative group skills.
8. Development of a sense of community in the classroom.

### GOALS OF THIS LESSON PLAN

1. To give the students an expanded knowledge of global citizenship
2. To teach children how to define community values, completely describe a situation and solve problems within that situation.

### MATERIALS REQUIRED

1. Model situations and problems as described in this lesson plan.
2. Typical school supplies and presentation tools.
3. A notebook for sequential student writing and references.

### PROCEDURE

This lesson plan is based on students working through situations and problems in groups.

Before these lessons can be taught, a basic understanding of global citizenship must be clear to the students. Key points of this understanding are as follows:

- a. Understand we are all citizens at many levels; citizens of our communities, states, countries and the earth.
- b. Accept the responsibilities of a global citizen.
- c. Respect all citizens.
- d. Recognize the importance of all parts of our global health - natural, social and financial.
- e. Believe diversity is important.
- f. Understand individual responsibility extends far beyond your own community.
- g. Accept there are many right answers.

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- h. Be willing to risk individual opinion and action.
- i. Be skeptical of all answers, including our own.
- j. Realize things are always changing - what is good citizenship today may not be so tomorrow.

Some of these points may already have been introduced in your classroom. Others can be discussed more fully in the teaching of the lessons. Ideas for accomplishing student citizenship definition:

1. Have students write to the prompt "What is a good citizen?" Gather the children to discuss ideas, and write them on the board.
2. Have students write to the prompt "What are all the groups of which you are a citizen?" For example - family, classroom, etc..
3. Gather the students together for group discussion.
4. Have students write to the prompt "What are your responsibilities as a citizen of your family?"
5. Have the students discuss citizenship with partners.

The first few lessons illustrating holistic thinking should be modeled by the teacher with student input and involvement. Present holistic thinking as a way for the students to become better global citizens. Helpful references are the graphic on page two, the question boxes adjacent, situations and problems on page seven and the example on page eight.

The first step in holistic decision making is to establish community values against which future decisions will be assessed. We suggest you define these for your classroom community. Ask the students as a group the following questions:

- a. What do you want from this class year?
- b. What will the rest of this year be like in this classroom?

Consolidate the answers into a few sentences, and distribute the results to the students. This information can then be referenced for all future exercises.

### WHERE ARE YOU?

*(Natural Wealth)*

- Define the topography.
- Define the climate.
- Define the water resources.
- Define the soils.
- Define the plant life.
- Define the animals and insects.

### WHO ARE YOU?

*(Social Wealth)*

- Define yourself.
- Define your family.
- Define other people who influence you.
- Define the organizations to which you belong.
- Define your activities and hobbies.
- Define your attitude about the situation.

### WHAT DO YOU HAVE?

*(Financial Wealth)*

- Define the money you have.
- Define other sources for money or assistance.
- Define the work you do.
- Define the equipment or tools you have.
- Define the experience you have
- Define what you do very well.
- Define the education you have.

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### A. Establish community values.

### B. Choose a situation.

### C. Lead the students through the following questions:

#### 1. Describe the situation.

*This step defines the entire scope of the situation, the "whole" including natural, social, and financial wealth.*

Base questions:

Where are you?  
Who are you?  
What do you have?

#### 2. Describe what you want.

*This step defines "goals" for the situation. These are in addition to the community values previously established.*

Base question:

What do you want to happen in this situation?

### D. Choose a problem within the situation.

### E. Have the students propose solutions.

*This step defines "tools."*

We suggest at least three solutions be proposed and studied before the students try them. This will encourage students to look at things in different ways and to realize that there is often more than one way to solve a problem. This will also discourage quick, ill-considered solutions.

### F. Ask questions about the proposed solutions.

*This step "tests".*

Base questions:

Will it work?  
Is it smart?  
Is it safe?  
How might people feel?  
Does it suit our goals?

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### **G. Try one solution.**

*This step "implements".*

### **H. Have students review the solution.**

*This step continues to "test".*

Base questions:

Did it work?

Was it smart?

Was it safe?

How did people feel?

Did it suit our goals?

### **I. Try another solution.**

### **J. Have students review the process.**

### **K. Discuss with the students the following:**

1. It is important to define the whole situation.
2. Seek common goals for everyone within the situation.
3. Realize that problems and solutions always occur within situations.
4. Test your ideas before you try them.
5. Test your ideas after you have started using them.

### **L. Distribute reference cards.**

After the students have practiced holistic thinking, give each of them a reference card (see end of lesson plan). Have them personalize the card. Laminate and return for their use as a reference in solving any problem using holistic thinking.

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### Situations and Problems

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*Define these with different people in different parts of the world, to illustrate global citizenship.*

	<b>SITUATION</b>	<b>PROBLEM</b>
1.	Camping:	Choose a campsite
2.	Shopping:	Choose a store Choose an item Get something without money
3.	Traveling:	Go somewhere in town Go somewhere in a big city Go from one big city to another Go to a foreign country
4.	Gardening:	Choose a spot Choose the plants

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The students of 1999 Geog/LRES/Extended Studies 480

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B. A. Winans Third Grade Classes 1998-2002

This lesson plan follows the Holistic Management™ Model. Holistic Management™ is a trademark of the Allan Savory Center for Holistic Management.

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### Example

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*One of the most effective ways to teach these lessons will be to identify two different situations, then have students solve the same problem in each situation.*

#### **Part One**

- A. Establish community values.
- B. Choose the first situation.

*Determine it will be camping in Yellowstone National Park.  
Draw a map on the board illustrating place and time .*

- C. Lead the students through the following questions:

- 1. Describe the situation.

*This step defines the entire scope of the situation, the “whole” including natural, social, and financial wealth.*

Base questions:

Where are you?

*Prompt the students to describe the Natural Wealth (see reference box on page 4).*

Who are you?

*Prompt the students to describe their Social Wealth (see reference box on page 4).*

What do you have?

*Prompt the students to describe their Financial Wealth (see reference box on page 4).*

- 2. Describe what you want.

*This step defines “goals” for the situation. These are in addition to the community values previously established.*

Base question:

What do you want to happen in this situation?

*Prompt the students to describe what they want the results of their camping trip to be, and the affect they want it to have on all parts of the situation.*

- D. Choose a problem within the situation.

*Determine it will be to select a campsite.  
Complete steps E through H for the problem.*

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### Part Two

- A. Use the previously established community values.
- B. Choose the second situation.

*Determine it will be camping in the State of Rajasthan in India.*

- C. Lead the students through the following questions:

- 1. Describe the situation.

*This step defines the entire scope of the situation, the “whole” including natural, social, and financial wealth.*

Base questions:

Where are you?

*Prompt the students to describe the Natural Wealth - it should prove very different from Yellowstone Park.*

Who are you?

*Prompt the students to describe their Social Wealth - it should prove very different from that of a typical American family. For example, you may be living with all your immediate relatives, and not have a school to attend.*

What do you have?

*Prompt the students to describe their Financial Wealth - it should prove very different from what you have as an American citizen. For example, you may have much experience in dealing with the Rajasthan desert at night, but no money, no equipment, and no formal education.*

- 2. Describe what you want.

*This step defines “goals” for the situation. These are in addition to the community values previously established.*

Base question:

What do you want to happen in this situation?

*Prompt the students to describe what they want the results of their camping trip to be, and the affect they want it to have on all parts of the situation - these goals should prove very different from those for a vacation in Yellowstone. For example, you may be much more concerned about shelter and safety than about recreation.*

- D. Choose a problem within the situation.

*Determine it will be to select a campsite.*

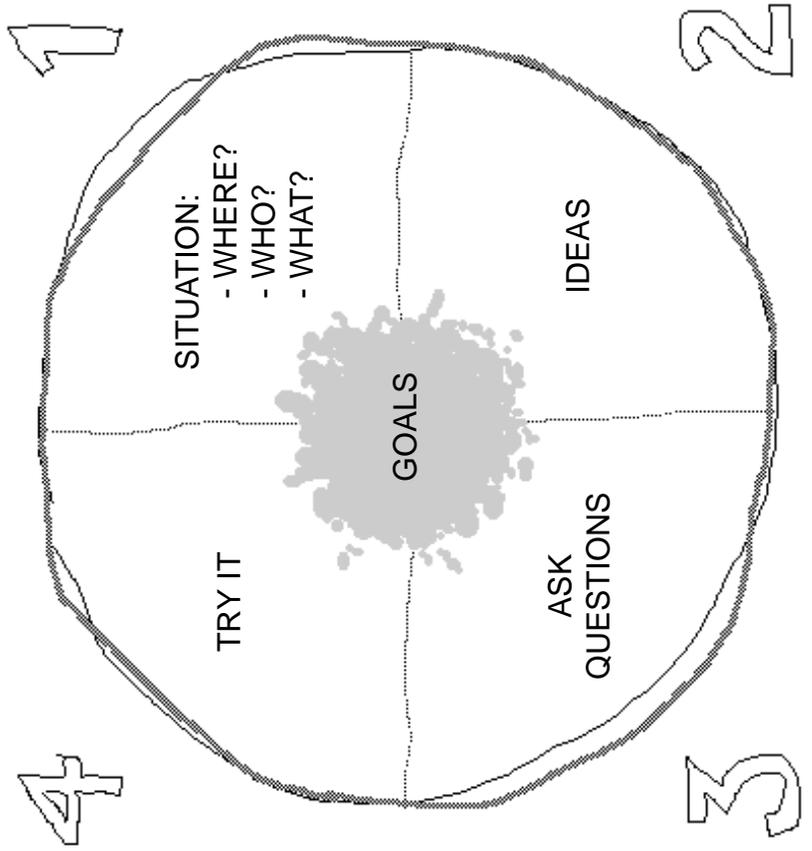
*Complete steps E through H for the problem.*

1. Cut sheet on dotted lines.
2. Allow students to add name, color and other personal graphics.
3. Laminate and return to students for personal holistic decision making reference card.

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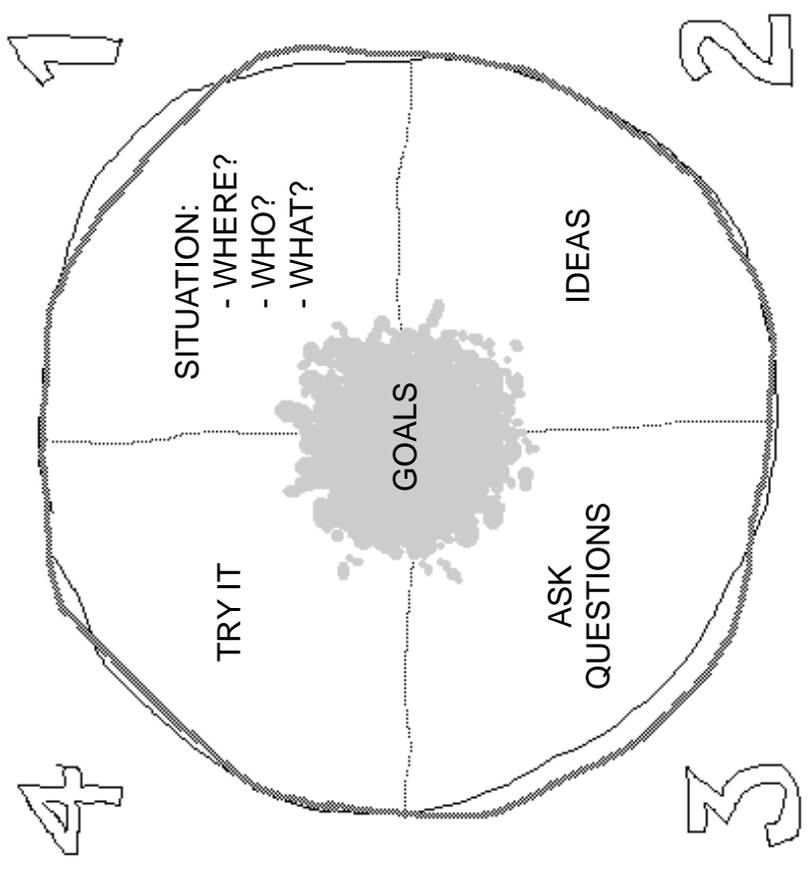
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- Define the money you have.
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